Newport Independent Comprehensive District Improvement Plan (CDIP) 2023-2026, Year 2: 2025

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Districts

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

Our greatest priorities and concerns from the Needs Assessment for Districts includes the academic proficiency of students at the elementary, middle, and high school levels with a specific focus on reading and mathematics proficiency. Student proficiency in separate academic areas of writing, science, and social students are also a great weakness. Student progress through response to academic intervention and a focus on the study/act of data will be addressed in the strategies and activities outlined to include academic gaps occurring for specific groups of students, graduation rate, and post secondary transition readiness.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

Through Strategic Planning, our stakeholders have identified Strategic Goals and Pillars that guide the work of the district. Our Pillars include a focus on: Professional Learning Communities, Response to Intervention, Culturally Responsive Practices, and Positive Behavior Interventions and Supports. Through data review of our district audit and with recommendations areas of focus include: Professional Learning Communities, Response to Intervention, and Coaching Cycles focused on improvement of the Instructional Process. This work also includes needs improvement recommendations for systems work aligned to progress monitoring at each level.

Indicator	Elementary Status	Elementary Change	Middle Status	Middle Change	High Status	High Change
State Assessment Results in reading and mathematics	37.3	-0.1	38.4	2.7	36.3	-1.9
State Assessment Results in science, social studies and writing	33.8	-13.8	32.9	3.7	38.4	3.9
English Learner Progress	64.9	4.2	Not reportable	Not reportable	Not reportable	Not reportable
Quality of School Climate and Safety	72.4	-0.1	61.6	-2.8	61.8	3.2
Postsecondary Readiness (high schools and districts only)	N/A	N/A	N/A	N/A	78.6	4.6
Graduation Rate (high schools and districts only)	N/A	N/A	N/A	N/A	92.2	0.5

Indicator

List the overall scores of status and change for each level – elementary school (ES), middle school (MS) and high school (HS) on each indicator.

*Data includes all elementary and all secondary schools. School level data is individual.

1: State Assessment Results in Reading and Mathematics Objectives

Reading Elementary

Year	Novice	Apprentice	Proficient	Distinguished	P & D (2023 Baseline)	Content Index
2023	43	29	22	6	28	44.1
2024	41	29	24	6	(38.66) 30	45.9
2025					(49.32)	
2026					(60)	

Math Elementary

Year	Novice	Apprentice	Proficient	Distinguished	P & D (2023 Baseline)	Content Index
2023	57	25	16	2	18	30.9
2024	49	31	15	5	(32) 20	47.4
2025					(46)	
2026					(60)	

Reading Middle

Year	Novice	Apprentice	Proficient	Distinguished	P & D (2023 Baseline)	Content Index
2023	50	26	21	4	25	38.4
2024	57	25	16	3.	(37) 19	31.7
2025					(49)	
2026					(60)	

Math Middle

Year	Novice	Apprentice	Proficient	Distinguished	P & D (2023 Baseline)	Content Index
2023	52	35	12	1	13	30.5
2024	55	27	18	1	(28) 19	31.9
2025					(43)	
2026					(60)	

Reading High

Year	Novice	Apprentice	Proficient	Distinguished	P & D (2023 Baseline)	Content Index
2023	39	36	13	12	25	46.4
2024	44	27	24	5	(37) 29	43.6
2025					(49)	
2026					(60)	

Math High

Year	Novice	Apprentice	Proficient	Distinguished	P & D (2023 Baseline)	Content Index
2023	47	37	12	4	16	35.2
2024	55	34	8	3	(31) 11	29.1
2025					(46)	
2026					(60)	

Districtwide proficiency goal of 60% in grades 3-12 as measured through Kentucky Summative Assessment.

2: State Assessment Results in Science, Social Studies and Writing Objectives

Science Elementary

Year	Novice	Apprentice	Proficient	Distinguished	P & D (2023 Baseline)		Content Index
2023	30	55	13	2		15	43.0
2024	25	55	18	1	(30)	20	47.4
2025					(45)		
2026					(60)		

Social Studies Elementary

Year	Novice	Apprentice	Proficient	Distinguished	P & D (2023 Baseline)		Content Index
2023	47	22	21	9		30	43.8
2024	61	28	9	1	(40)	10	24.7
2025					(50)		
2026					(60)		

Science Middle

Year	Novice	Apprentice	Proficient	Distinguished	P & D (2023 Baseline)		Content Index
2023	56	39	4	1		5	24.8
2024					(23.3)		25.8
2025					(41.63)		
2026					(60)		

Social Studies Middle

Year	Novice	Apprentice	Proficient	Distinguished	P & D (2023 Baseline)		Content Index
2023	68	16	14	2		16	24.3
2024	62	20	14	4	(31)	18	28.7
2025					(46)		
2026					(60)		

Science High

Year	Novice	Apprentice	Proficient	Distinguished	P & D (2023 Baseline)		Content Index
2023							19.0
2024					(20)		20.3
2025					(40)		
2026					(60)		

Social Studies High

Year	Novice	Apprentice	Proficient	Distinguished	P & D (2023 Baseline)		Content Index
2023	51	27	15	7		22	37.0
2024	45	28	22	5	(35)	27	42.6
2025					(48)		
2026					(60)		

Writing Elementary

Year	Novice	Apprentice	Proficient	Distinguished	P & D (2023 Baseline)		Content Index
2023	26	37	34	3		37	55.9
2024	48	46	5	1	(45)	6	29.4
2025					(53)		
2026					(60)		

Writing Middle

Year	Novice	Apprentice	Proficient	Distinguished	P & D (2023 Baseline)		Content Index
2023	45	35	19	2		21	38.6
2024	35	41	24	1	(34)	25	45.3
2025					(47)		
2026					(60)		

Writing High

Year	Novice	Apprentice	Proficient	Distinguished	P & D (2023 Baseline)		Content Index
2023	35	38	22	5		27	47.6
2024	15	42	38	5	(38)	43	65.5
2025					(49)		
2026					(60)		

1 & 2: Reading, Mathematics, Science, Social Studies, and Writing State Assessment Proficiency

Goal 1 *Goal 1: By 2026, Newport Independent School District will increase reading KSA Proficient/Distinguished scores to 60% for all students in elementary, middle, and high school and increase math KSA proficiency scores to 60% for all students in elementary, middle, and high school.*

Goal 2 *By May of 2026, Newport Independent School District will increase the Separate Academic Indicator in the areas of science, social studies, and writing to 60% proficiency as measured by the Kentucky Summative Assessment.*

Strategic Action Plan: Teaching and Student Achievement- Enable the students to thrive in a learning environment that ensures successful transition through all levels of learning and ultimately college, career, and life. Cultivating a Culture of Growth and Capacity- Maximize the capacity of staff, teachers, and leaders to provide high quality opportunities by cultivating a culture of continuous improvement, collaboration, and professional learning while holding one another accountable to a growth mindset and a culture of equity and excellence.

Strategy	Activities	Measure of Success	Progress Monitoring	Funding
KCWP 1: Design and Deploy Standards Improvement Priority 1 Review, revise, strengthen the process of the instructional core	Through collaboration with the district leadership team, develop a standards implementation process for all standards to ensure a valid curriculum.	Standards Implementation Action Plan	The District leadership team will create standards implementation action plans utilizing the district action planning process.	General Fund
	Communicate the standards implementation action plan process to all stakeholders with established timelines.	Meeting sign in with agenda and presentation materials Plus/delta	Meeting minutes agendas stakeholder feedback	General Fund
	Establish, model, and monitor expectations of fidelity to standards implementation and district wide core programs	Pacing guide(s) with student scoring alignment	Develop a monitoring system for fidelity to implementation of academic standards.	General Fund
	Design, implement, and monitor professional learning to address, support, and enhance standards implementation at the individual, content, grade, and PLC levels.	Pre and post self assessment Domain 1 & 3	data trends shared with school leadership and district leadership team with next steps	General Fund Title I
KCWP 2: Design and Deliver Instruction Improvement Priority 2 Professional learning, Coaching Cycle, and CHETL	Review and revise the system of professional learning communities at each school by garnering teacher and school level feedback/perception data on use, access, implementation, monitoring, and barriers to the PLC process.	Professional learning community perception data	A district wide instructional team will gain perception data from school staff on professional learning communities and set course of action in conjunction with school administration.	General Fund
	Continue utilization of the instructional framework to enhance evidence of characteristics of highly effective teaching and learning and interdisciplinary practices.	Evidence of student cognitive engagement through walk through data and assessment benchmarks	Use of PDSA based on school problem of practice outlined with CSIP and school goals for improvement	General Fund
	Continue implementation of the Coaching Cycle at each school that leads to improvement of teacher practice and student engagement.	Evidence of Coaching Cycle Walkthrough data comparison PDSA on current instructional work and support	Data trend analysis shared at Principal meetings and with the District Cabinet one time monthly.	General Fund Title II
	Ensure a process to develop and deliver professional learning within newly adopted core resources, scope and sequence, and science of learning to ensure student learning of rigorous standards	Social Studies and Science teachers will be trained in selected resources and scope and sequence to ensure student learning of rigorous standards.	Professional learning logs and walk through data with use of Core programming.	General Fund
	Refine and implement a process to ensure writing cross-curricular is occurring in all content areas.	Implementation of writing strategies	school and district leadership data review of student work samples	General Fund

3: Achievement Gap Objectives

Reading Elementary

Year	African American Novice	African American Apprentice	P% D	Content Index
2023	53	29	18	34.2
2024	59	27	15	29.7
2025				50
2026				58

Reading Middle

Year	African American Novice	African American Apprentice	P% D	Content Index
2023	60	21	19	30.2
2024			32	33
2025			45	
2026			58	

Reading High

Year	African American Novice	African American Apprentice	P% D	Content Index
2023				
2024	48	35	17	37
2025			38	
2026			48	

Math Elementary

Year	African American Novice	African American Apprentice	P% D	Content Index
2023	63	27	10	24.0
2024	61	31	15	29.7
2025			42	
2026			58	

Math Middle

Year	African American Novice	African American Apprentice	P% D	Content Index
2023				24.1
2024				30.9
2025			42	
2026			58	

Math High

Year	African American Novice	African American Apprentice	P% D	Content Index
2023				
2024				
2025			42	
2026			58	

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

3: Achievement Gap

Goal 3: *Newport Independent Schools will close the academic achievement gap in the African American identified sub group.*

Strategic Action Plan: Cultivating a Culture of Growth and Capacity- Maximize the capacity of staff, teachers, and leaders to provide high quality opportunities by cultivating a culture of continuous improvement, collaboration, and professional learning while holding one another accountable to a growth mindset and a culture of equity and excellence.

Strategy	Activities	Measure of Success	Progress Monitoring	Funding
KCWP 4: Review, Analyze, Apply Data Results Improvement Priority # 1 & # 2 Response to Intervention (RTI) MTSS	In collaboration with district leadership, school leaders, and RTI Coaches will illustrate a revised and refined action plan for the districts academic RTI with MTSS process to include applicable checklists and documentation tools, including information such as services, frequency, duration, programs/strategies, goal measurement, progress monitoring checklists and student goal setting and parent involvement.	RTI/MTSS Guidance by school Student progress tools Parent/student communication plan Agendas/meeting notes	District and school leadership teams to observe implementation of data analysis to include Tiered students, growth, and revisions to supports when needed	General Fund Title I
	Develop and implement a protocol to monitor progress of all TSI identified subgroups using district and school identified data (MAP, iReady, summatives) Name and Claim	Protocol document MAP growth data	Data reviewed at Principal meetings and Cabinet meetings no less than quarterly.	General Fund Title I
KCWP 2: Design and Deliver Instruction Improvement Priority # 2 Professional learning for special populations	Provide professional learning to special education teachers, co-teachers, and novice reduction staff in the areas of Explicit Instruction and Orton Gillingham with developed professional practice look fors.	Professional learning sign in, plus delta, and professional practice look fors in a walkthrough tool.	MAP and iReady data benchmarks three times yearly	General Fund
	Professional learning for all staff in the science of learning- executive functioning recognition and instructional strategies	Professional learning sign in, plus delta, and professional practice look fors in a walkthrough tool.	IEP record review looking at SDI and modifications for executive functioning deficits. Walkthrough data	General Fund Title II
	Develop a student self advocacy program including student goal setting, student advocacy of learning needs/accommodations/modifications.	Self Advocacy Action plan with checkpoints Student goal setting and monitoring	Review of student goal setting and advocacy usage in ARC meeting, record review of transition	General Fund
KCWP 5: Design, Align, Deliver Support Processes Culturally Responsive Practices Underperforming groups	Ensure a process to develop and deliver professional learning district wide to enhance and support Culturally Responsive Teaching and characteristics of highly effective teaching and learning.	Increased percentage of African American students scoring proficient/distinguished on KSA, District Benchmark Assessments and all other state assessments.	Quarterly data review with school and Cabinet teams	General Fund Title II, Title IV
	Develop and implement a mentoring process that supports individual plans for underperforming African American students based on intentional monitoring during PLCs of student learning growth.	meeting minutes agendas student individual plans	Quarterly data review with school leadership and Cabinet on student growth	General Fund

4: English Learner Progress Objectives

Goal 4 By 2026, Newport Independent will increase the district wide average of English Learner's Progress status from 58.6 to 65 .

Strategic Action Plan: Cultivating a Culture of Growth and Capacity- Maximize the capacity of staff, teachers, and leaders to provide high quality opportunities by cultivating a culture of continuous improvement, collaboration, and professional learning while holding one another accountable to a growth mindset and a culture of equity and excellence.

Strategy	Activities	Measure of Success	Progress Monitoring	Funding
KCWP 1: Design and Deliver Instruction Professional Learning	Engage all non-EL certified teachers in training to increase teacher knowledge and efficacy in educating multilingual learners: SIOP, targeted workshops, language integration in content, resources, PSP implementation, and differentiation within lesson planning and instructional delivery.	Teacher survey pre/post Evidence of training implementation- PDSA student progress	Number of staff participating in training, coaching, mentoring with pre/post survey data district walk through data	General Fund Title II, Title III
Progress Monitoring	Develop a progress monitoring plan centered on the tool PDSA and the PLC protocol that is implemented by district EL staff to track data and progress of EL students.	Progress monitoring tool Student Access and Proficiency data	Progress monitoring tool Student Access and Proficiency data	General Fund
KCWP 5: Design, Align, and Deliver Support Processes Instructional Resources Current State Newcomers	District EL Coordinator will lead a committee in resource selection for multilingual learners (instructional materials, resources, student materials, data monitoring and performance platforms).	Instructional resources for teacher use, teacher feedback, student ACCESS and proficiency data	Pre and post data from teaching staff Systems communication	General Fund Title I
	Core Team will determine current state and make recommendations on physical resources, human resources, and budgetary resources to meet multilingual needs at each level, including a focus on parent and community access for student growth and family engagement.	Current state and recommendations aimed at teacher need, student growth, and family engagement.	Implementation plan based on recommendations.	General Fund
	Illustrate options and resources (academic, behavioral, social) for students entering as Newcomers and immigrant students including parent outreach and communication of American education systems.	Clear options and resources to address needs of Newcomers and immigrant students including parent outreach.	Newcomers and immigrant resource identification Lau Plan parent participation	General Fund Title III

5: Quality of School Climate and Safety Objectives

Climate Index Elementary			Safety Index Elementary		
Year	Benchmark	Score	Year	Benchmark	Score
2022		77.6	2022		71.6
2023		75.4	2023		69.6
2024	78.6	75.1	2024	75	69.7
2025	81.8		2025	80	
2026	85		2026	85	

Climate Index Middle			Safety Index Middle		
Year	Benchmark	Score	Year	Benchmark	Score
2022		70.1	2022		63.2
2023		67.77	2023		61.1
2024	73.47	64.9	2024	69	58.3
2025	79.17		2025	77	
2026	85		2026	85	

Climate Index High			Safety Index High		
Year	Benchmark	Score	Year	Benchmark	Score
2022		61.7	2022		58.1
2023		60	2023		57.1
2024	68	63.2	2024	66	60.4
2025	76		2025	75	
2026	85		2026	85	

5: Quality of School Climate and Safety

Goal 5 By Spring of 2027, NISD will increase the district's overall Quality of School Climate and Safety Perception to an Index of 85.

Strategic Action Plan: Cultivating a Culture of Growth and Capacity- Maximize the capacity of staff, teachers, and leaders to provide high quality opportunities by cultivating a culture of continuous improvement, collaboration, and professional learning while holding one another accountable to a growth mindset and a culture of equity and excellence.

Strategy	Activities	Measure of Success	Progress Monitoring	Funding
KCWP 6: Establish Learning Environment and Culture

Stakeholder participation, communication, education, resources | Gather student and staff perception data centered on student safety (gain an understanding of where students believe we are with safety measures) to create a student safety committee to discuss concerns and be proactive. | survey results
PDSA | Student Safety Committee meeting minutes and PDSA plan | General Fund
Safe Schools
Title IV |
| | Educate staff and students with accurate and up to date safety information through Q & A, town halls, and assembly meetings. | survey results
plus/delta | Survey results
School Climate and Safety Perception data | General Fund |
| | Increase proactive safety enhancements by increasing the transparency to students pertaining to the dangers around them through videos, guest speakers, and presentations. Create the role of student safety officers and increase awareness of the STOP tipline. | survey results
plus/delta | Student Safety Officer participation rates
Use of STOP tipline | General Fund
Title I
Safe Schools
Title IV |
| | Increase equipment, upgrades, and additions to current structures in place to enhance student safety including the use of metal detecting devices and VAPE assessment at Newport High. | discipline data
Safe Schools feedback | Equipment, upgrades, and additions to Newport High School | General Fund
Safe Schools |
| KCWP 5: Design, Align, Deliver Support Processes

Perception

Continuum of need

MTSS/RTI | Increase public perception within our stakeholder groups and community through social media with a flow of events, news, highlights, and featured artifacts, customer service training and feedback, and effective communication to our families and community. | survey data
family retention
number of communications
feedback from community and visitors | Data reviewed with Cabinet quarterly | General Fund |
| | Create a district wide committee to determine the social, emotional learning, character development, and behavior curriculum and continuum of expectations at each developmental level. | agendas, minutes, evidenced research of social, emotional learning, character development, and behavior curriculum/continuum | Recommendation to Core team based on committee Action Plan | General Fund |
| | Deploy behavior MTSS data team meeting protocol at each school to ensure implementation of Tier I, II, and III behavior intervention. | meeting agendas, MTSS behavior impact data | MTSS Behavior Tiered intervention data PDSA communicated, Systemic functionality observed in process
Survey utilized to measure increase in teacher working conditions related to behavior management | General Fund
Title I |

6: Postsecondary Readiness Objectives

Year	Post-Secondary Rate	W/ High Demand	Males PSR	Females PSR
2022-2023	71.1	74	62.2	79.5
2024	(77) 83.5 & 76	86.5 with Bonus & 78.6 with Bonus		
2025	(83)			
2026	(90)			

6: Postsecondary Readiness

Goal 6: Newport Independent School District will increase the percentage of students who are Postsecondary Ready to 90% by 2026.	
Strategic Action Plan:Teaching and Student Achievement- Enable the students to thrive in a learning environment that ensures successful transition through all levels of learning and ultimately college, career, and life.	

Strategy	Activities	Measure of Success	Progress Monitoring	Funding
KCWP: 4 Review, Analyze, Apply Data Results Improvement Priority #1 & # 2 Response to Intervention (RTI) MTSS	Implement data review, analysis, and application of next steps for students in grades 10-12 based on CERT Assessment to occur no less than 3X per year.	Protocol document CERT growth data	Data reviewed at Principal meetings and Cabinet meetings within 30 days of CERT.	General Fund CTE
	Design and implement a system of response to intervention specific to post secondary readiness to include CTE educators, school counselor(s) and CCR coach with illustration of movement, grouping and regrouping, scheduling, and monitoring plan.	RTI/MTSS Guidance Student progress tools Parent/student communication plan Agendas/meeting notes	District and school leadership teams to observe implementation of data analysis to include Tiered students, growth, and revisions to supports when needed	General Fund Title I Title IV
	District and school leadership team will ensure a monthly monitoring process one on one with dual credit students to discuss current class performance, support(s) needed, planning ahead for next steps within future/next semester off campus classes.	Data analysis and next steps documentation student/staff logs	Data reviewed no less than twice yearly with Cabinet.	General Fund Title I
	In collaboration with the high school leadership and CCR Coach, refine and implement the process to identify/recruit possible candidates for Dual Credit, college attendance during high school, and cooperative learning opportunities with partner/community institutions .	Increase Dual Credit, college attendance, CTE, and cooperative learning opportunity process for students to include protocol for identifying, recruiting, and enrollment of students with communicated courses crosswalk	Data of recruitment and enrollment process. Number of students enrolled and completing dual credit courses twice per year (winter/summer)	General Fund
	Ensure instruction designed and delivered in career pathways are aligned to the end of program assessments and industry certification.	PLC data utilizing PLC process Student progress tool through pathways	Pathway pacing guides and student rate of successful completion	General Fund

7: Graduation Rate

Goal 7: Newport Independent School District will increase the 4-year cohort graduation rate to 100% by 2026.

Strategic Action Plan: Teaching and Student Achievement- Enable the students to thrive in a learning environment that ensures successful transition through all levels of learning and ultimately college, career, and life.

Strategy	Activities	Measure of Success	Progress Monitoring	Funding
KCWP 5: Design, Align, Deliver Support Processes Promotion and Retention Profile of a Graduate Resources 2023 4 Year Graduation Rate Newport High 94.2 Newport School of Innovation 77.3 NISD 90.7	In collaboration with district and school leadership along with the school counselors and CCR Coach, quarterly monitoring will occur to review students in grades 9-12 progress toward graduation. Credits, Grades, Attendance, Early Warning tool, and outside barriers that are affecting students will be reviewed at this meeting. Support, barriers, and possible mentors will be identified for these students based on need. A student plan for success will be developed, implemented, and monitored.	Quarterly monitoring agendas Minutes Evidence of next steps/plan Mentor monitoring and supports- Transcript audits- Credit, grades, attendance, outside barriers- Counselor(s)/student monitoring- Early warning sign data-Academic/Social/Emotional/Behavior data- Credit recovery data- Data of services provided by Youth Service Center	Quarterly reporting to Cabinet team to include potential for retention, students with extended year plans, and action plans for student movement.	General Fund
	Develop a clearly defined plan that encompasses parameters for excellence of NISD students, graduates, and teachers. Profiles for each will include explicit expectations- adopted core values, parameters, integrity, inclusion of relationships, equity and accountability- as evidenced within the profile.	In collaboration with district leaders, school level leaders, community stakeholders, parents, students will be calendared over a six month period to develop the profiles. scheduled meetings /agendas/ minutes identified collaborative partners developed timeline monthly cabinet review of work developed modeling and instructional expectations monitoring plan plan for communication/community advertisement	Final Portrait of a Graduate with completion by grade level.	General Fund
	Core Team will determine the current state and make recommendations on physical resources, human resources, and budgetary resources to meet RTI and promotion needs at the middle and secondary level, including a focus on parent and community access for student growth and family engagement.	Current state and recommendations aimed at teacher need, student growth, and family engagement.	Implementation plan based on recommendations.	General Fund

8: Systems of Support and Partnerships

Goal 8: Newport Independent will increase the integration of systems of support and activating partnerships.

Strategic Action Plan: Target and Prioritize critical resources (physical, human, instructional) to ensure safe, well-equipped and supported staff, students, and schools. Cultivating a Culture of Growth and Capacity- Maximize the capacity of staff, teachers, and leaders to provide high quality opportunities by cultivating a culture of continuous improvement, collaboration, and professional learning while holding one another accountable to a growth mindset and a culture of equity and excellence.

Strategy	Activities	Measure of Success	Progress Monitoring	Funding
KCWP 5: Design, Align, Deliver Support Processes Aligning budget and resources at l to increase the instructional effectiveness of SBDM funds	Administration, in collaboration with Finance will create common language and protocols directed toward increasing fiscal knowledge.	Monthly budget reports prior to each SBDM meeting. Monthly reporting protocols for Councils and Board. Means for fund allocation with coding. KSA Academic Results	SBDM budget planning and reporting twice yearly.	General Fund
	Administration, in collaboration with Cabinet, will formalize a living needs assessment process districtwide to identify critical priorities and needs.	Each SBDM/Advisory Council will link the budget to Needs Assessment and CSIP. KSA Academic Results	CSIP and SBDM budget alignment. Needs Assessment process	General Fund
KCWP 5: Design, Align, Deliver Support Processes Restructure of Health and Wellness Education through Comprehensive Health Education Programming.	Collaborate with wellness and support staff to adopt wellness as a priority with consistent messaging while integrating health/wellness activities across content to promote well being, optimal development and learning readiness.	Health and Wellness messaging Cross curricular linkage	Student perception data KIP Data	General Fund
	Intensely address social factors, attitudes and norms that influence specific unhealthy behaviors and utilize community partners or groups to deliver specific awareness/prevention programs.	Student referral data	Student Referral data twice yearly (fall/spring)	General Fund
	Ensure professional learning opportunities specific to wellness, health, support services, and community partners are offered.	Teacher self reflection data	Teacher self reflection data	General Fund
	Utilize the HECAT (Health Education Curriculum Analysis Tool) to select and/or develop a health and wellness curriculum that is adequate and effective.	Recommendation of Health Education Curriculum and needs for each level	Recommendation of Health Education Curriculum and needs for each level	General Fund
	Identify and address most prevalent health related issues that impact learning/ learning environments	Student referral data	Student Referral data twice yearly (fall/spring)	General Fund
KCWP 6: Establish Learning Environment and Culture Increase attendance rate to 95% as measured through SAAR. Digital Learning Recruitment	Increase two way communication with parents, families, and community regarding attendance and student success (to include chronic absenteeism)	Student Services Family Newsletter Attendance Messaging	Attendance month data	General Fund
	Increase student ownership for attendance and engagement success through learning activities focused on attendance as a soft employability skill, student goal setting, and before/after school supports.	Student goal setting Attendance Curriculum 21st Century/Before/After school student attendance	Attendance month data	General Fund
	Through community resources, increase effectiveness of leveraging community resources and monitoring of resources.	Community Round Table report(s) Wellness committee sponsorship	Community Round Table report(s)	General Fund
	Increase teacher and student capacity to utilize technology as a tool to access and demonstrate learning through digital	Walkthrough data Digital Citizenship Licensure	Walkthrough data Digital Citizenship Licensure	General Fund

Goal 8: Newport Independent will increase the integration of systems of support and activating partnerships.

Strategic Action Plan: Target and Prioritize critical resources (physical, human, instructional) to ensure safe, well-equipped and supported staff, students, and schools. Cultivating a Culture of Growth and Capacity-Maximize the capacity of staff, teachers, and leaders to provide high quality opportunities by cultivating a culture of continuous improvement, collaboration, and professional learning while holding one another accountable to a growth mindset and a culture of equity and excellence.

Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	readiness coach(ing) and an increase in students meeting qualifications through digital citizenship.			
	Increase the use of alternatives to punitive discipline, alternative routes to learning, and student support.	Use of learning strategies as compared to referral/Code of Conduct guidance/and student individual learning plan	Monthly usage report Fall and Spring Behavior Audit	General Fund
	Determine current state, barriers, and next step actions to increase parental and community engagement in student proficiency and success.	Parent and Family Engagement meetings/agendas, and action plan	Parent and Family Engagement meetings/agendas, and action plan	General Fund Title I
	Execute an educator recruitment and placement process that ensures the following for schools: recruitment, staff assignment, onboarding, and professional development.	Recruitment of certified staff representative of student demographics for schools	All vacancies have applicants for open positions	General Fund Title II
KCWP 4: Review, Analyze and Apply Data Increase Kindergarten Readiness and opportunities for Early Learning	Collaborate with staff and community partners to determine needs, barriers, and availability of resources to increase Kindergarten Readiness and expand early learning opportunities.	Identification of Early Learning resources Increase in opportunities for Early Learning	Increase in Kindergarten Readiness	General Fund Title I

Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support

Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.

Response:

Targeted Support and Improvement Schools are engaged in professional advising and mentorship through NWEA and a District Liaison. This work focuses on building leadership around, "Culture of Collaborative Inquiry" and occurs no less than bi-monthly. All school leaders meet with the Superintendent once monthly to review academic, behavioral, and attendance data. In addition, school leaders identify next steps in their action planning. All schools in TSI status engaged in action planning and complete status checks in the school administrative meetings in addition to the meeting with the Superintendent. District Leadership has calendared data review at each checkpoint and no less than once monthly. Local board of education review includes a board work session in addition to the regular board meeting. Data is reviewed by school teams with the board in addition to district leadership.

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions

Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

Response:

Newport Primary has exited CSI status and continues in TSI status.

Newport Intermediate has exited CSI status and continues in TSI status.

Newport High School has exited CSI status and continues in TSI status.

Additional Actions and Supports to Schools:

Increased district walkthroughs with instructional coaches districtwide for an increase in data usage and next step planning

Increase in professional learning for school administration in budgeting, needs assessment, and action planning

Incorporation of a Building Equity Leadership Team at each school

Onboarding and New Teacher Orientation facilitated by district leadership

Instructional Coaches receive professional learning in coaching and the coaching cycle

Central Office restructured

Incorporation of Diversity, Equity, Inclusion, and Belonging to Director of District Wide Services to address teacher retention/recruitment and achievement gaps